



ROBERTS
WESLEYAN COLLEGE

School of Education & Social Work

The Department of Social Work
Bachelor of Social Work Program

Field Education Manual
2022 – 2023

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CONTENTS

| | |
|--|-----------|
| Letter from the Director of BSW Field Education | 4 |
| Bachelors in Social Work Program..... | 6 |
| Roberts Wesleyan College Vision and Mission | 6 |
| BSW Program Faculty and Staff..... | 6 |
| Field Education Program Team | 6 |
| Goals of the BSW Program..... | 7 |
| BSW Program Core Competencies and Practice Components | 7 |
| Preparation for BSW Generalist Social Work Practice..... | 9 |
| Generalist Perspective | 9 |
| Skill Development | 9 |
| BSW Field Education Program..... | 12 |
| The Purpose of BSW Field Education | 12 |
| Junior Field Experience (Field Instruction I – Traditional Program) | 12 |
| Eligibility | 12 |
| Junior Field Exemption..... | 12 |
| Junior Field Learning Agreement..... | 13 |
| Junior Field Evaluation..... | 13 |
| Junior Field Seminar | 13 |
| Senior Field Experience (Field Instruction II)..... | 13 |
| Traditional Senior Field Instruction..... | 13 |
| Non-traditional Senior Field Instruction..... | 14 |
| Senior Learning Agreement..... | 15 |
| Senior Field Evaluation..... | 15 |
| Senior Field Seminar | 15 |
| Tevera Field Management Program..... | 16 |
| Community Agency Selection Process and Criteria..... | 16 |
| The Student Placement Process..... | 17 |
| Interview | 17 |
| Site Selection Process..... | 18 |
| Pre-placement Interview with Agency..... | 18 |
| Confirmation of the Field Placement..... | 18 |

| | |
|--|-----------|
| Visitation by the Faculty Liaison..... | 18 |
| Background Checks/Vaccination Status..... | 19 |
| Criteria for Faculty Liaisons | 19 |
| Criteria for Field Instructors..... | 19 |
| Field Policies and Procedures | 22 |
| Supporting Student Safety | 22 |
| Beginning the Field Experience | 23 |
| Field Placements with Stipends | 23 |
| Employment-Based Placements | 23 |
| International Field Placements..... | 24 |
| Students with Learning Disabilities | 25 |
| Dismissal of the Student from Field Placement | 25 |
| Field Agency Appreciation Items | 25 |
| Monetary Stipends..... | 26 |
| Tuition Waiver Vouchers will be provided under the following guidelines..... | 26 |
| Social Media Policy..... | 26 |
| Guidelines for social work students | 27 |
| What type of information is inappropriate to share on a personal social media?.. | 27 |
| Field Instructor Gift Policy | 27 |
| Liability and Malpractice Insurance | 28 |
| Transportation | 28 |
| Roles and Responsibilities | 30 |
| The Bachelor of Social Work Program | 30 |
| The Director of BSW Field Education..... | 30 |
| The Field Agency | 31 |
| The Field Instructor | 32 |
| The Faculty Liaison | 33 |
| The Student | 33 |
| Reference | 36 |



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WESLEYAN COLLEGE

School of Education & Social Work

Letter from the Director of BSW Field Education

Dear BSW Students, Field Instructors, and Supervisors,

Thank you for taking part in the education of the next generation of bachelor level social workers. We consider field education to be one of the most important aspects of social work education and your participation in this endeavor will help make the goal of developing caring, effective social workers a reality.

The *Field Education Manual* for the 2022 – 2023 academic year is designed to be a guide to the Roberts Field Education Program for our students, field instructors, and task supervisors. It contains an active table of contents which will take you to any section of the manual by clicking the heading. We hope that this manual will be a helpful instrument and we encourage your feedback for future improvements. The *Field Education Manual* is also available at our Roberts BSW website under the Field Education tab at

<https://www.roberts.edu/undergraduate/majors-and-programs/social-work/field-education.aspx>

On behalf of the Department of Social Work at Roberts Wesleyan College, I want to thank you for being a part of BSW field education this year. We want to provide whatever assistance you may need to provide a transforming educational experience for our students. Please do not hesitate to contact me at hallerd@roberts.edu (585-594-6050) if there is anything I can do to help. You are an essential component in the success of our program and we look forward to working with you this year.

Sincerely,

David J. Haller, MSW, LCSW
Director of BSW Field Education
Assistant Professor of Social Work

Bachelors in Social Work Program

Bachelors in Social Work Program

Roberts Wesleyan College Vision and Mission

Our **vision** is to lead the advancement of integrating Christian faith with social work practice, scholarship, and service locally, nationally, and internationally.

Our **mission** is to provide a creative and supportive learning environment that integrates Christian faith and equips students to master requisite social work practice competencies while encouraging compassionate service.

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Goals of the BSW Program

1. The program will provide a foundation that enables students to understand the world with a holistic perspective about themselves, society, the world, and their Creator.
2. The program will provide a learning context that explores spirituality, its contributions to social work education, and its relationship to social work practice.
3. The principal goal of the BSW program is to prepare students for ethically-based generalist social work practice in multiple contexts with diverse populations.
4. The program will empower students to think critically and integrate social work, history, knowledge, values, research, and skills as they work with systems of various sizes and types, as well as, prepare students for graduate education.
5. The program will prepare students who are able to identify multiple causes of problems, the nature and dynamics of change, and strategies for bringing about social and economic justice.

BSW Program Core Competencies and Practice Components

The Social Work Program at Roberts Wesleyan College adopted the following modified set of competencies and practice components (behaviors) for educating undergraduate social worker students. Competencies and practice components are based on the 2015 *Educational Policy and Accreditation Standards* [EPAS] established by the Council on Social Work Education (2015).

| Competency Area | Practice Component |
|---|---|
| 1: Demonstrate Ethical and Professional Behavior | a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of codes of ethics as appropriate to context; b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication d. Use technology ethically and appropriately to facilitate practice outcomes e. Use supervision and consultation to guide professional judgment and behavior |
| 2: Engage Diversity and Difference in Practice | a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels; b. Present themselves as learners and engage clients and constituencies as experts of their own experiences c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |
| 3: Advance Human Rights and Social, Economic and Environmental Justice | a. Apply their understanding of social, economic and environmental justice to advance for human rights at the individual and systems levels b. Engage in practices that advance social, economic and environmental justice |

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| 4: Engage in Practice-informed Research and Research-informed Practice | <p>a. Use practice experience and theory to inform scientific inquiry and research</p> <p>b. Apply critical thinking to engage in analysis of qualitative and quantitative research methods and research findings</p> <p>c. Use and translate research evidence to inform and improve practice, policy and service delivery</p> |
| 5: Engage in Policy Practice | <p>a. Identify social policy at the local, state and federal level that impact well-being, service delivery and access to social services</p> <p>b. Assess how social welfare and economic policies impact the delivery of and access to social services</p> <p>c. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice</p> |
| 6: Engage with Individuals, Families, Groups Organizations and Communities | <p>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</p> |
| 7: Assess Individuals, Families, Groups, Organizations and Communities | <p>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p> <p>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies;</p> <p>d. Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies</p> |
| 8: Intervene with Individuals, Families, Groups, Organizations and Communities | <p>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <p>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p> <p>e. Facilitate effective transitions and endings that advance mutually agreed-on goals</p> |
| 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities | <p>a. Select and use appropriate methods for evaluation of outcomes;</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>c. Critically analyze, monitor and evaluate intervention and program processes and outcomes</p> <p>d. Apply evaluation finding to improve practice effectiveness at the micro, mezzo and macro levels</p> |

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| 10: Integration of Spirituality and Social Work Practice | <p>a. Demonstrate sensitivity, awareness, and understanding of client's spirituality consistent with ethical social work practice</p> <p>b. Demonstrate awareness, understanding, and integration of student's own spirituality in the practice setting</p> |
|---|---|

Preparation for BSW Generalist Social Work Practice

The undergraduate social work program at Roberts Wesleyan College has been focused to train and prepare our students for generalist professional practice. Through guidance and accreditation standards established by the Council on Social Work Education (CSWE), the program meets tested guidelines to attest the highest standards of education for the beginning level of social work practice. Generalist practice involves a distinct perspective on helping relationships and a set of competencies that can be utilized in a variety of agency settings.

Generalist Perspective

A generalist social worker has an understanding that humans function together in a network of systems. Each individual's life is influenced by biological, psychological, sociological, cultural and spiritual factors as well as each being involved in a multi-dimensional array involving individuals, families, groups, organizations, and communities. These social environments differ in many aspects: class, ethnicity, race, gender, and religion, to name a few. Understanding the reciprocity of these systems is a key element of the generalist perspective. There is also the responsibility of the practitioner to have available for use various theories, methods, and research results to enable a more informed understanding of each individual client's circumstances.

Generalist social work is embedded with a set of values that begin with a commitment to enhance the well-being of people and improve the circumstances that adversely affect their quality of life. Social workers believe in the inherent worth and dignity of all persons and use the empowering approach to help people exercise (and learn how to exercise) more control over their lives. This occurs as the workers focus their energy on those goals and objectives that the client identifies as of need and value to them. All of this activity is grounded in the National Association of Social Workers' Code of Ethics.

Skill Development

In order to put the generalist perspective into action, social workers develop a repertoire of skills that empower clients in the wide divergence of settings which employ BSWs. All of these skills rely on the social worker's ability to engage multiple systems on behalf of the client's identified goals and to recognize and build upon their strengths. It is important that the social worker have an understanding of the agency's mission and organizational structure and have the ability to operate as part of a team.

Regardless of the client population, the agency setting, or whether the change is planned on a personal level or one involving larger contexts, generalist social workers approach problem solving with the same process:

1. Build caring, non-judgmental, and genuine relationships with clients.
2. Define the issue(s).
3. Collect and assess data.
4. Plan and contract for change.
5. Identify alternative interventions.
6. In conjunction with the client, select and implement an appropriate course of action.

7. Monitor and evaluate outcomes.
8. Terminate.

In order to accomplish each of these levels, social workers must play many roles using the following: teaching skills, brokering services, advocating skills for clients' needs, and many more. Social workers are responsible for managing and monitoring the change efforts focused on the clients' goals and to establish their own professional evaluation and commitment to the process of lifelong learning.

Generalist social workers operate under, and use supervision to fulfill, these professional roles and responsibilities.

BSW Field Education Program

BSW Field Education Program

The Purpose of BSW Field Education

Emanating from the mission and goals of the BSW program, field education provides an opportunity for the student to apply generalist practice knowledge of theories and principles presented in the classroom to address problems in the field. The values and ethics of professional social work are discussed and reinforced in field seminar and within the field setting. Through their field placement, students are expected to develop an ability to integrate social work knowledge, values, research, and skills in their work with diverse client systems. In addition, students will explore their own unique spirituality as it intersects the helping process.

Field education is a time when the student can experience the role of social worker firsthand and assess his/her own strengths and areas of growth for this profession. The field instructor serves as the role model and a source of feedback to the student regarding his/her performance, professional growth and the need for lifelong learning. Students are expected to grow as diversity-sensitive practitioners.

Junior Field Experience (Field Instruction I – Traditional Program)

The junior field experience in the traditional program is intended to introduce students to the realm of social work practice by allowing them to observe social work in a variety of practice roles. In addition, students begin to experience practice by participating in various activities that are planned to meet their learning objectives. Through this experience, students learn how to integrate practice behaviors with social work knowledge, values, and skills.

Field Instruction I (SOWK 3500) is offered once a year in the spring semester. The course consists of 50-minute seminar once per week and a 40 or 80 hour (1 or 2 credits) placement in a social work agency, organization, or school, where the student observes the role and participates in the activities of professional social work. Students must attend placement in a minimum block of time of 2-3 hours. The agency field instructor supervises the placement and provides bi-weekly supervision to the student.

Eligibility

To be eligible for the junior field experience, the student must fulfill the following requirements:

1. Be in candidacy for the social work major at Roberts Wesleyan College. Either provisional or full acceptance must be obtained prior to placement.
2. Be enrolled in SOWK 3500, Field Education I, for the semester when the field experience is completed.
3. Complete and submit a BSW Application for Junior Field Experience to the Director of BSW Field Education.
4. Meet with the Director of BSW Field Education before the semester begins to review qualifications and discuss potential placement sites.

Junior Field Exemption

In some cases, when a student has significant practice experience commensurate with the level of the Junior Field Experience (such as a past internship at a community college), the student may apply for an exemption to the junior internship. To obtain an exemption, the student must make a formal written

request to the Director of BSW Field Education and provide specific information about the nature and the dates of the past experience, along with the name of the supervisor who oversaw the experience. The director will review the request, meet with the student, and provide a decision to the student prior to the beginning of the semester. Students who obtain an exemption to the Junior Field Experience are still responsible for working with their faculty advisor to replace the credit lost in their academic plan from the removal of the junior internship.

Junior Field Learning Agreement

The Junior Field Learning Agreement (located at the Tevera field management site) is a document which outlines the student's plan for demonstrating proficiency in at least four of the ten core competencies during the field placement. The learning agreement is completed in the first three weeks of the placement. The learning agreement is developed in conjunction with the field instructor at the agency. It is reviewed with the student and field instructor by the faculty liaison during his or her visit to the agency.

Junior Field Evaluation

The Junior Field Evaluation is completed by the field instructor and the student within the last two weeks of the field placement. The student and field instructor meet to discuss the student's progress and demonstrated mastery of the practice components as outline in the student's learning agreement. The form is reviewed by the faculty liaison and the Director of BSW Field Education at the end of the semester. There is typically no formal final meeting between the student, field instructor, and faculty liaison at the end of semester for juniors. The final evaluation is used (in part) to arrive at the student's grade for the field experience. Student must pass the field experience to pass the course.

Junior Field Seminar

Field seminar, which meets weekly during the spring semester, is held in a 50-minute time block as described in the syllabus for Field Instruction I (SOWK 3500). The seminar is designed to assist the students in integrating classroom and field learning. Using a small-group design with a faculty member serving as the seminar instructor, the seminar enables students to serve as resource persons and a support network for one another. In consultation with the faculty liaison, the field seminar instructor is responsible for combining the seminar grade with the field grade to arrive at an overall grade for the field instruction course.

Senior Field Experience (Field Instruction II)

The senior field experience is designed to serve as the capstone course for the student's preparation and entrance into the profession of social work at the bachelor level. A significant portion of the student's time is spent in the field setting, as opposed to the classroom.

Traditional Senior Field Instruction

The traditional senior field experience is a 400-hour block placement available in the spring or summer semester of the student's senior year. In the spring semester, the student is expected to complete approximately 30-32 hours in his or her placement agency per week. Hours are completed Monday through Thursday, and the student participates in the field seminar class and the Spirituality and Social Work Practice (SOWK 4100) course on Friday each week. In the summer semester, the student is in

placement approximately 37.5 hours per week, Monday through Friday. The summer field seminar class is held one evening per week.

The student must complete a Senior Learning Agreement which outlines and guides his or her learning process in the field. The agency field instructor supervises the placement and provides weekly supervision to the student.

Students enrolled in the Social Work Program at Roberts Wesleyan College are required to participate in the field experience and must have fulfilled certain preconditions. To apply for the internship students must meet the following criteria.

1. Be currently enrolled at Roberts Wesleyan College and be formally admitted to the major.
2. Have demonstrated theoretical knowledge, skills, and values of the Social Work profession.
3. Have successfully completed the junior field placement and seminar (SOWK 3500) or equivalent.
4. Have completed second semester junior year with a cumulative G.P.A. of at least 2.25 and have maintained this cumulative average through the first semester of senior year.
5. Have completed all social work and required courses with a "C-" or better.
6. Have completed and submitted a BSW Application for Senior Field Experience and a current resume to the Director of BSW Field Education.

Non-traditional Senior Field Instruction

The non-traditional senior field experience is a 400-hour block placement available with a spring or fall semester start. It is completed at the end of the non-traditional program after the completion of all other requires courses. Students may choose from the two options below to complete the internship.

1. **Standard Placement.** This option requires the student to complete the internship in the typical 12-week cycle (January through April or August through November; for an average of 33-35 hours/week). If the student is working fulltime, this option would require that the student scale back his or her employment schedule or take a leave of absence (or use existing paid time off or vacation time) to complete the internship.
2. **Extended Placement.** In cases where the student does not wish to complete the internship in the standard timeframe, students may choose to extend the internship for up to an extra 10 weeks beyond the typical cycle (22 weeks from January through June or August through January; for an average of 18-20 hours/week).

Internship hours are generally completed during daytime hours Monday through Friday. Few evening or weekend hours are available due to the lack of supervision or social work-related activities which occur during those days or times. The student participates in the field seminar class (SOWK 4500) course one evening per week.

The student must complete a Senior Learning Agreement which outlines and guides his or her learning process in the field. The agency field instructor supervises the placement and provides weekly supervision to the student.

Students enrolled in the non-traditional program at Roberts Wesleyan College are required to participate in the field experience and must have fulfilled certain preconditions. To apply for the internship students must meet the following criteria.

1. Be currently enrolled at Roberts Wesleyan College and be formally admitted to the non-traditional program.
2. Be accepted for continuance to the major of social work.
3. Have demonstrated theoretical knowledge, skills, and values of the Social Work profession.
4. Have completed all courses with a cumulative G.P.A. of at least 2.25 and have maintained this cumulative average through the program.
5. Have completed all social work and required courses with a “C-” or better.
6. Have completed and submitted a BSW Application for Senior Field Experience and a current resume to the Director of BSW Field Education.

Senior Learning Agreement

The Senior Field Learning Agreement (located in the student assignments in Tevera) is a document which outlines the student’s plan for demonstrating proficiency in all ten core competencies and 33 practice components during the senior field placement. The learning agreement is completed in the first three weeks of the placement. The learning agreement is developed in conjunction with the field instructor at the agency. It is reviewed with the student and field instructor by the faculty liaison during his or her first visit to the agency.

Senior Field Evaluation

At the end of the field experience, the field instructor and the student each evaluate the student’s performance in the field placement. Prior to the final visit by the faculty liaison, the field instructor and student should review the final evaluation (located in Tevera) together. The form is reviewed by the faculty liaison with the student and field instructor at the end of semester visit. The form is completed by the field instructor and verified by all parties electronically after the final meeting with the faculty liaison. It is also reviewed by the Director of BSW Field Education. The final evaluation is used to arrive at the student’s grade of pass/fail for the field experience. A mean score of 3.0 on the final evaluation is required to pass the field experience. Student must pass the field experience to pass the course.

Senior Field Seminar

The field instruction seminar meets one time per week for the entire placement. Field seminars are held in 2-hour time blocks as described in the syllabus for Field Instruction II (SOWK 4500). The seminar is designed to assist the students in integrating classroom learning and field learning. Using a small-group design with a faculty member serving as seminar instructor, the seminar enables students to serve as resource persons and a support network for one another. In consultation with the faculty liaison, the field seminar instructor is responsible for combining the seminar grade with the field grade to arrive at an overall grade for the field instruction course. During the summer block placement, the role of seminar instructor is often shared with another designated social work faculty member.

Tevera Field Management Program

The Field Education Program uses the online Tevera program to organize and manage important field-related information and provide access to field education forms. The program is a web-based database which allows students and field instructors the ability to access field program information and complete field education forms. Account users (student, field instructor, task supervisor, faculty liaison, field program coordinator, and field director) are able to view and print forms from any web-based device using a link sent to them by the field program coordinator. Tevera is the primary interface allowing access to the forms and other information by all parties. A fee of \$215 is assessed per student when enrolled into Tevera.

Community Agency Selection Process and Criteria

Since the field setting is critical to the student's development as a professional social worker, the BSW Program at Roberts Wesleyan College desires a harmonious collaborative relationship between community agencies and the college. The Director of MSW Field Education and Director of BSW Field Education share a joint responsibility for the identification, exploration, development, and certification of potential field sites. A Memorandum of Understanding formalizes the relationship between Roberts Wesleyan College and each agency selected.

Internship agencies are ultimately selected in relation to the quality of practice experience and supervision they can provide. This includes the ability of the agency to prepare students for generalist practice during the junior and senior years. The following criteria are used in the selection of community agencies:

1. The ethics and values of the profession of social work should be reflected in the policies, program design, and delivery of services of the agency.
2. The agency's student training program must be compatible with the BSW Program's educational objectives. The agency's orientation and objectives must be educational rather than apprenticeship or volunteer.
3. There should be a correlation between the agency and the BSW Program's practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
4. The agency should provide a range of activities on an ongoing basis that are appropriate to meet the student's educational needs. The student workload in the senior year should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and issues.
5. The agency must provide the necessary space and facilities, including privacy for interviewing, desk, phone, computer, and clerical assistance where appropriate.
6. The setting provides adequate field instruction. There should be a staff of sufficient size to carry programs. Students will not be utilized to substitute for regularly needed staff.
7. The setting should agree to treat all field instruction information, especially evaluations of the student, as confidential and refer all inquiries about the student to the faculty liaison and Director of BSW Field Education.

8. The agency personnel recognize that the NASW is the standard-setting body for the profession and that the Council on Social Work Education is the standard-setting body for social work education.
9. The agency must provide necessary measures to protect students' safety. This may minimally include policies and procedures regarding conducting home visits, interacting with potentially difficult clients, and handling emergencies.
10. Agency's policies and standards recognize that the professional social work field instruction is an essential complement to academic instruction. Therefore, the agency should genuinely want to teach students and regard the internship placement as an important part of its function. Further, there should be recognition that the educational relationship is mutually strengthening to the agency, the college, and the profession.

New field placement sites developed by the Director of BSW or MSW Field Education are certified through a visit to the agency. During that visit, the director will verify that the criteria above are met by the agency. Once the agency is certified by the program, an MOU will be generated to formalize the relationship between the agency and the college. In some cases with out-of-area or international placement sites, the Director of BSW Field Education may contact a field director in the same geographical area as the potential field site to enlist them in visiting and/or certifying the site.

The Student Placement Process

Assuming that all the requirements of the program are met, the student will be given the appropriate application form for field instruction 6-12 months prior to when the fieldwork will be completed. It is the responsibility of the student to sign up for an interview to discuss the field instruction experience with the Director of BSW Field Education. The forms are available and meeting times arranged through Tevera. Stated below are the steps of the field placement process.

Interview

Each student meets with the Director of BSW Field Education to discuss their individual interests and preferences for placement settings. The student must present a completed application and sign a consent form at that meeting. Seniors must also provide the director with an electronic copy of their resume. In the interview with the Director of BSW Field Education, the following items will be discussed.

1. What are the student's long-range career goals?
2. What are the student's areas of interest and expertise to be explored in more depth in the field experience?
3. What factors should be considered in selecting a field setting (e.g. family responsibilities, geographical considerations, on-campus responsibilities, etc.)?
4. What academic preparation that the student has already completed will contribute in the field setting? (I.e., elective courses the student has completed.)
5. What types of experiences has the student had in his/her volunteer experiences or semi- professional and professional employment?
6. The requirements of the Field Education Program.

At the conclusion of the meeting, the Director of BSW Field Education and the student will identify two or three possible field settings which the student will rank in order of interest. The Director of BSW Field Education will provide the student with a referral to a suitable agency, school, or organization. Students may not independently investigate potential internship sites without the expressed consent of the Director of BSW Field Education.

Site Selection Process

Once the initial application process has been completed, the Director of BSW Field Education will begin work on arranging a field experience for the student. Based on the discussion during the application process, the Director of BSW Field Education will contact agencies/institutions to explore various potential sites for the student. When an interested agency/institution is identified, a copy of the student's application or resume will be sent to the agency giving additional information about the student. The agency or institution can then determine whether or not they are interested in interviewing the student for an internship. If the student meets the standards of the agency/institution, he or she is given contact information and instructed to call the contact person to arrange a pre-placement interview.

Pre-placement Interview with Agency

It is the responsibility of the student to arrange the pre-placement interview with the agency/institution. The interview is a time for the student to learn more about the agency and/or field instructor and a time for the agency and/or field instructor to learn more about the student. The type of experience the student can have in the agency should be presented by the contact person, and a tour of the agency should be completed, depending on the size of the facility. The student is to be prepared to explain why he or she selected this agency for the field experience based on interests, past volunteer work, employment, and/or career goals.

Confirmation of the Field Placement

After the pre-placement interview, the student will contact the Director of BSW Field Education who will, in turn, contact the agency/institution. A decision will be made based on information received both from the student and the agency contact person, and the student will be notified of the decision. The Director of BSW Field Education will maintain contact with the agency until the student actually completes his/her first day of the field experience. Any correspondence with the college by the agency should be addressed to the Director of BSW Field Education (e.g., changes in field instructor, change in agency plans, etc.). It is the responsibility of the student to contact the agency and agree on a start date for the internship before he or she leaves at the end of the semester prior to the beginning of placement.

Visitation by the Faculty Liaison

In the BSW Field Education Program, the Director of BSW Field Education typically assumes the role of the faculty liaison, though not in all cases. Early in the semester the faculty liaison will contact the field instructor to arrange the date and time for an agency visit. The first visit (normally during the second through fourth week of the field experience) will be to assess the student's adjustment in the agency and to discuss the student's Learning Agreement. (It is the responsibility of the student to develop the Learning Agreement prior to the visit.) Any questions or concerns about the Learning Agreement will be addressed at that time. Depending on circumstances, visits may be virtual.

A visit can occur mid-semester if requested by the field instructor due to concerns about the student. A second visit for senior students is typically conducted during the 12th or 13th week of the field experience. During this visit, the purpose is to formally review the evaluation of the student's performance in field. Between visits, the faculty liaison and Director of BSW Field Education will be available by phone and email to discuss any problems with the placement. Additional meetings can be arranged as needed, in order to discuss specific problems or concerns.

Background Checks/Vaccination Status

All students applying for field instruction should be aware that many agencies and organizations require criminal background checks, child abuse registry clearance, fingerprinting, and health screenings (including drug testing, ATB and Hepatitis-B test, etc.) prior to students being accepted into placement. Therefore, students are encouraged to allow adequate time before the start of the placement to complete this process. Declining an agency request for a background check or health screening is likely to limit placement options or may lead to not being placed at that agency. A history of convictions for criminal activity is likely to limit placement options for the student. In rare instances past offenses may make it impossible to secure a placement for the student. Any conviction of sexual offenses against children may make the student ineligible for continuation in or completion of the field program. Students should discuss any convictions or legal history with the Director of BSW Field Education during the initial interview.

Some agencies also require proof of vaccination against COVID-19 as a requirement of the internship. Students who are vaccinated will be required to submit proof of vaccination to the agency during the placement process. Students who do not choose to be vaccinated against COVID-19 risk being rejected from consideration by the agency.

Criteria for Faculty Liaisons

In order to meet the challenges of educating social work students and to meet the requirements of the Council on Social Work Education Accreditation Standards and Curriculum Policy Statement, the faculty liaison must have the following qualifications.

1. At least an MSW degree from a CSWE accredited program.
2. A minimum of 2 years of social work practice experience after graduation with the MSW is also required.

Criteria for Field Instructors

An essential component of the field education is the field instructor. A professional social worker is the designated agency staff member who guides the student in acquiring knowledge and skills from the internship experience.

Field students and their field instructors share a unique academic relationship. The field instructor must be prepared to shift roles from service to clients to educating a student. The student must begin to shift from the role of processing knowledge to the implementing of this knowledge by means of services to the client system. The quality of the field instruction determines to a significant degree the overall quality of the student's internship experience. The minimal criteria for field instructors:

1. Ability to

- a. provide students with individualized learning experiences in a variety of social work practice roles through which they can achieve professional practice behavior by integration of social work knowledge, values, and skills.
 - b. place teaching emphasis in the internship on students' acquisition of generalist practice skills.
 - c. enable students to use their sensitivities as well as their knowledge in a professional manner in all their relationships with people.
 - d. evaluate (a) the student's potential capacity for social work; and (b) the methods by which the student's learning may be facilitated. Effectiveness in translating the evaluation into learning situations for the student is also essential.
2. Willingness to
- a. provide adequate time for supervisory activities including student conferences and student evaluation. It is expected that field instructors will be available to meet with the student weekly for one hour for seniors and one hour per month for juniors. It is also expected that the field instructor will be available for periodic conferences with the Director of BSW Field Education or faculty liaison to discuss student performance, supervision, and other concerns.
 - b. attend seminars and orientation and trainings events related to student supervision and other relevant social work topics conducted by the Roberts Wesleyan College BSW Program.
3. Demonstrate a(n)
- a. knowledge of the placement setting and the ability to involve the student in learning about its structural and administrative patterns, service delivery systems, populations served linkages with related programs, and relevant socio-political factors.
 - b. interest and competence in internship teaching, based on the ability to gain satisfaction in the professional growth of other people.
 - c. ability to develop a sensitive, educationally oriented relationship with students, accepting them, their feelings, and capacity for growth and change.
 - d. understanding and acceptance of the partnership between the college and the placement in providing well-developed, professional education.
4. Possess
- a. a CSWE-accredited baccalaureate or master's social work degree with at least 2 years post-graduate practice experience. A NYS license social work is preferred, but not required for BSW field instructors.
 - b. in situations where the task supervisor does not have a BSW or MSW degree, the agency must either appoint a qualified supervisor to meet with the student, or in rare instances the college must obtain supervision by a person holding a BSW or MSW outside the agency. In such cases, it is the responsibility of the Director of BSW Field Education to meet with and orient the task supervisor, and to ensure that adequate communication linkages are in place between the task supervisor, field instructor, and the director.

Field Policies and Procedures

Field Policies and Procedures

The faculty of Roberts Wesleyan College's BSW Program has adopted the following policies in regard to the Field Education Program.

Supporting Student Safety

The BSW Department at Roberts provides the following policy and procedures to maximize the safety of student interns in their field practice/field agency setting.

1. The BSW Department provides students with an overview of risks and safety considerations and procedures in the field setting through the field seminar.
2. Faculty are encouraged to incorporate content related to safety into lectures and classroom discussions.
3. The Director of BSW Field Education conducts an agency certification visit with all new agencies. During the certification process the Field Director discusses safety issues with the agency.
4. The Director of BSW Field Education discusses and assesses safety issues during site visits and during additional visits as needed.
5. The Director of BSW Field Education addressed safety precautions and policies during the Annual BSW Field Instructor Meeting held in January.
6. Field Agencies are expected to orient students to the established safety policies and procedures of the agency.
7. Agencies are required to make the same accommodations to ensure students' safety as they make for staff.
8. Agencies are also required to contact the student's faculty liaison if the student has concerns about safety that interfere with the learning process. In consultation with the Director of BSW Field Education, the agency will develop a plan that addresses the student's educational needs and the agency's requirements to provide services.
9. Social work students are responsible for becoming familiar with the safety policies and procedures of the BSW Department and the agency in which they are placed.
10. Students should not engage in assignments in which they feel physically at risk. If a student is concerned about their safety. They should inform their field instructor. The faculty liaison and the Director of BSW Field Education will consult to determine the best course of action to support the student's education and ensure the safety of the student.

Additional precautions due to COVID-19

The BSW Program at Roberts provides the following policy and procedures to help students increase their understanding of the level of safety in the placement, identify issues that can impact safety, and develop a plan for safety related to the COVID-19 pandemic.

Students are required to identify the placement organization's field placement COVID precautionary plans and discuss the plans in field seminar class. Students are asked to assess the following: 1) agency's policy regarding wearing face coverings; 2) the provision of personal protective equipment (PPE); 3) policies around handwashing; 4) agency's plan for social distancing; 5) plans to clean and sanitize work spaces; 6) policy involving temperature checks; 7) policy related to testing and contact tracing; 8) agency's plans for quarantining as needed; 9) any other agency policies not included.

Beginning the Field Experience

Students are expected to begin their hours of field education on or immediately after the first day of the semester for which they are enrolled. Students will not be allowed to begin the field experience until they have registered for Field Seminar I (SOWK 3500) or Field Seminar II (SOWK 4500). A start date is to be negotiated between the student and the field instructor and communicated to the Director of BSW Field Education before the beginning of the semester. No student may commence his or her field hours before the first day of class without prior permission from the Director of BSW Field Education. Failure to comply with this policy could jeopardize the student's ability to complete the field experience and may delay his or her ability to graduate.

Field Placements with Stipends

There are a few organizations that may choose to provide a stipend or other remuneration for a student's field placement under certain circumstances. In all such cases, however, the student's educational objectives must be the first consideration in defining the student's responsibilities at the agency. All requirements for field instruction must be met by the agency. It may be that in certain circumstances the field placement may include more hours than required for field instruction. To prevent situations where the agency's needs for personnel may overshadow the educational objectives of the student and the social work program, vigilance must be exercised in the development of the job description and learning agreement. The agency must also insure that it will meet field instruction requirements. These field placements are to be approved and coordinated by the Director of BSW Field Education, who will refer qualified students to the agency for a placement interview.

Employment-Based Placements

Under certain circumstances students may be permitted to complete the 400 hours of senior field education in their place of employment. The student must submit a BSW Employment-Based Field Placement Application to the Director of BSW Field Education, who will review and refer the request to the Field Education Committee for input. Applications which meet the following criteria will be considered:

1. A clear statement of justification for the request based on the student's learning objectives and need for this particular field placement.
2. The student is in good standing in the BSW program and does not have past or present field concerns, academic issues, or other significant concerns addressed by the BSW Program Executive Committee.
3. A clear statement which specifies the difference between the student's responsibilities, roles, and relationships as an employee and the responsibilities, roles, and relationships as a student intern. Occasionally, some of the student's employment activities may count toward the internship if it can be clearly shown that those activities are linked to the 10 competencies of social work and the student's learning is enhanced by their inclusion. Generally, the activities of the internship provide new and different learning opportunities for the student and are in addition to the student's activities of employment.
4. The name of the student's employment supervisor and a recommended different qualified person to serve as the field instructor. Ideally the employment supervisor and field instructor will be different individuals. In approved situations, the employment supervisor and field instructor may be the same individual but there must be a plan outlined to separate

the student's employment supervision from internship-related supervision.

The Director of BSW Field Education will review and monitor the implementation of the educational plan to assure that the placement is working to the best advantage of the student's learning. In the event that the Director of BSW Field Education determines that the placement is becoming encumbered, or may be overlapping greatly with the employment position, the Director of BSW Field Education reserves the right to terminate the placement and reassign the student to another setting.

International Field Placements

Based on the unique learning goals of each student in the BSW Program, several international placement options are offered for completing the senior field experience. International placements offer students the opportunity to immerse themselves in another culture, as they learn generalist skills of practice within those countries. Students also learn how social work services are delivered within the specific cultural context of the host country. Students must comply with the following guidelines for international placements.

1. Complete an International Field Placement Application, which is submitted to the Director of BSW Field Education and reviewed by the Field Education Committee.
2. Demonstrate academic excellence, advanced professional skills that include cultural competency and language proficiency (if applicable).
3. Meet any of the requirements put forth by the international placement agency from which they are requesting a placement.
4. Ensure that their United States passport is up-to-date and discuss the need for immunizations required by the international placement agency with his or her health care provider or the Public Health Department.
5. Ensure sufficient financial resources to cover expenses of the placement.
6. Demonstrate maturity, flexibility, emotional stability, self-awareness, and the ability to work independently. Demonstrate success in previous international travel.
7. Document the fit between his or her learning objectives and global social work.

Students applying for international placements are required to pay a fee of \$750 for the site development and site authorization process and for procuring suitable housing for the student. Liaison visits are conducted via online meeting technology. There is no additional liaison fee for international placements. Students are also responsible for seminar/technology fees, health insurance, and room and board in the host country. These costs will vary depending on the placement. Students will pay these fees to Roberts Wesleyan College for the field course, SOWK 4500. Funds which cover room and board in the host country are dispersed by the college to the landlord or host family on the student's behalf. Students are also responsible for making their own airline travel arrangements. All transportation costs are the student's responsibility.

Students must be aware that international placements could be subject to cancellation, based on world events or instability within the country of placement. Confirmation of placement is not guaranteed and is at the discretion of the placement agency and the Department of Social Work. In the event of a cancellation of an international placement, the Director of BSW Field Education will work with the student to establish an alternative block field placement that will meet the student's needs and requirements of the program.

Students with Learning Disabilities

The BSW Program supports access to accommodation for those field students with learning disabilities. To begin the process of gaining access to accommodations, it is the responsibility of the student to make a disclosure of the need for accommodations to the Director of Field Education as soon as possible when arranging internships. The student is not under obligation to disclose his or her learning disability status but the program cannot insure that an appropriate plan is in place for a successful internship unless the student discloses this information to the director. The student is also encouraged to disclose his or her disability status to the field placement site. This disclosure is not required before an interview is granted and a decision of acceptance is made but the student is not covered by the Americans with Disabilities Act (ADA) unless he or she discloses to the field placement agency.

Dismissal of the Student from Field Placement

All efforts are made by the RWC Field Program to insure the success of our students in their assigned placement. In the rare occurrence when a student is dismissed from his or her field placement by the agency, the following policy will govern further action. The Director of BSW Field Education will contact the field instructor and other agency personnel to ascertain the specific details of the decision to terminate the student. The student is then referred to the BSW Program Executive Committee by the Director of BSW Field Education for review of the issues and determination of necessary action.

The BSW Program Executive Committee will meet with the student in executive session to discuss the issues which led to the termination and to discuss remedial action. If appropriate, a plan will be put in place at that meeting to address the issues which led to the termination. Consultation from the Field Education Committee will also be obtained by the Director of BSW Field Education prior to the outline of any final plan. The student, working with the Director of BSW Field Education, is responsible for carrying out the plan prior to any new placement being developed.

Once the plan has been completed, a report on the steps taken by the student and his or her progress will be submitted to the BSW Program Executive Committee and the Field Education Committee. Upon clearance of the BSW Program Executive Committee, the Director of BSW Field Education will initiate the process of developing a new placement for the student. Depending on the decision of the committee, a new placement will be developed to either allow the student to complete his or her remaining hours or to begin the field placement over again.

In cases where a student has changed field placements during the semester (for any reason), the student will be required to complete an additional 25 hours at the new placement to allow for reorientation and training at the new placement site.

Field Agency Appreciation Items

All agencies/organizations that host student interns are offered the choice of several “appreciation items,” for hosting BSW interns. The eligibility to select and receive any of the appreciation items offered by RWC is preceded by the successful provision of education and supervision to RWC social work interns. Agencies/Field Instructors are eligible to select one appreciation item, per student, per placement. After the beginning of the semester, the Office of Field Education will forward to each agency and Field Instructor an electronic Appreciation Item Request Form (via email) confirming the list of students who are in a field placement with them. The agency contact or Field Instructors(s) will select the preferred appreciation items, and return the form to the Office of Field Education for the

items to be disbursed. A reminder will be sent prior to the end of the semester. All appreciation items will be scheduled for disbursement after the end of the semester. ***After the deadlines have passed, Roberts Wesleyan College cannot issue appreciation items.*** We also cannot issue appreciation items for past academic years. RWC reserves the right to defer to the wishes of the agency's designated contact regarding the selection of appreciation items.

A choice of the following appreciation items is offered for each student accepted at the agency.

- 3 credit-hour Tuition Waiver Voucher (Seniors).
- Monetary stipend of \$150.00 (Seniors).
- Gift card (value \$50.00) (Juniors).

For agencies selecting the tuition waiver vouchers, please be informed that they are provided under the following guidelines.

Monetary Stipends

Agencies/Field Instructors selecting any of the monetary items requiring a check to be issued must be established as an official vendor in the RWC financial system by filling out a Form W-9 (Request for Taxpayer Identification Number and Certification). This form is required for an Agency or Field Supervisor to receive payment.

Tuition Waiver Vouchers will be provided under the following guidelines

Tuition Waiver Vouchers can only be issued to the Field Instructor or if declined by the Field Instructor, can be issued to a task supervisor for field placements using a task supervision model. If a task supervision model is in place, the social work field office must have this documented at the time of placement. One tuition voucher per year per student supervised will be issued at the completion of placement and may not be transferred to other employees, family, friends, or students. Roberts Wesleyan College reserves the right to verify the Field Instructor's continued employment with the agency prior to using the voucher.

1. The voucher covers only the tuition for a three credit course at Roberts Wesleyan College and is not meant to cover other fees associated with registration, books, and so forth.
2. One tuition waiver voucher will be issued for each student supervised. In the case of Summer Block placements, the vouchers will be issued after completion of the placement.
3. Only one tuition waiver voucher may be redeemed for one course per semester by the same person.
4. Lost, stolen, or misplaced tuition waiver vouchers will not be reissued by the college under any circumstance.
5. Vouchers are valid for 18 months from the date of issuance, and are to be presented to the Students Account Office at time of course registration.
6. RWC cannot guarantee seat availability in any particular class

Social Media Policy

Student interns must seek the guidance of field instructors and task supervisors at their field placement agencies to learn about agency rules regarding the use of social media. Students must reflect upon their "online behavior" and consider the repercussions of inappropriate and/or unethical use of social media,

the latter of which may result in dismissal from the internship and/or the social work program.

Assume that nothing online is ever confidential.

Guidelines for social work students

- Discuss this policy with Field Instructors, Field Liaisons, and Professors
- Practice the use of secure settings on Facebook and other social media
- Be cognizant of your professional self when using social media
- Know that boundaries may be easily blurred (personal, social, educational, professional)
- Consider the welfare of clients, colleagues, peers, and yourself when using social media
- Do not list clients as your "friends." Remember, comments left on your page reflect on you. You may also be judged by information listed on your "friends'" pages. Screen all comments before posting them to your page. And remember, people linking to other accounts from your page may find personal photos or information you don't want shared. Scrutinize every photo, blog entry and comment on your page.
- Censor yourself. Share only information you are comfortable with everyone — including administrators, colleagues, client and their families — knowing.

What type of information is inappropriate to share on a personal social media?

- It is inappropriate for student interns to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, Instagram, Twitter, or Blog), no matter how many security settings have been invoked.
- Student interns should not share their personal contact information including email, cell number, address, etc. with a current or former client or client group.
- While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student intern or employee. Any photos, videos, written comments, and other postings can serve to undermine a social worker's personal safety and/or professional competence.
- Student interns should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out of context. (See NASW Code of Ethics Section 4.06a: Misrepresentation.)

Field Instructor Gift Policy

It is courteous, professional, and appropriate for a student to thank his/her field instructor at the end of a student field placement. Gifts are neither necessary nor expected but if you choose to do anything it should be a small token of appreciation and given after evaluations have been completed. The two most important concerns are avoiding potential conflicts of interest and precedent setting (e.g., student and/or field instructor expectations). Monetary gifts over \$10.00 might potentially be construed as creating a conflict of interest. The precedent issue is a concern that if this became a norm, students might feel somehow obligated to give something to a supervisor. Some examples of an acceptable token of appreciation include the following.

- Thank you cards
- A small plant
- A gift card between \$5.00-10.00
- Baked goods or chocolate

Liability and Malpractice Insurance

As stated in the Memorandum of Understanding (MOU) between the agency and Roberts Wesleyan College, the College provides professional liability insurance with limits of \$1,000,000 each occurrence/*\$3,000,000 aggregate per policy year and general liability insurance with limits of \$1,000,000 each person/*\$3,000,000 each occurrence bodily injury and property damage liability. This insurance covers the college and the activities of the faculty and students participating in the Social Work Field Education Program. (*Primary & Umbrella)

Transportation

ALL STUDENTS MUST HAVE THEIR OWN TRANSPORTATION FOR FIELD EXPERIENCE. Carpooling is an extremely remote possibility as few agencies accept two students simultaneously and hours or tasks may vary between students. Field placement cannot be arranged on the basis of carpooling needs. Neither the College nor the Department of Social Work will arrange any type of transportation. Students have the sole responsibility to arrange field experience transportation and must begin planning for this provision early in their program.

Roles and Responsibilities

Roles and Responsibilities

Roles and responsibilities are identified below in order to help develop a clear understanding between the student, the school, and the agency.

The Bachelor of Social Work Program

The school develops objectives, curricula, policies, standards, and procedures for field education.

Social Work Program responsibilities include:

1. Maintaining a field instruction program which meets the accrediting requirements of the Council on Social Work Education;
2. Providing each student with field experience in an agency with professional practices based upon the NASW Code of Ethics;
3. Evaluating the ability of field agencies to meet the educational needs of the students;
4. Ensuring an integration of the students' field learning with their academic learning;
5. Providing adequate school personnel to oversee the field experience for each student;
6. Ensuring field placement provides students opportunities to work with diverse populations;
7. Providing supervisory training and continuing education to field instructors;
8. Providing field agency personnel the opportunities to participate in the development of field and curriculum policies and to participate in the accreditation reviews of the Bachelor Social Work Program.

The Director of BSW Field Education

The Director of BSW Field Education is responsible for development of placement sites and contracts, the training of field instructors, implementation, and ongoing evaluation of the field education program, supervision of field education and oversight of the field seminar. In most cases, the Director of BSW Field Education also serves as the faculty liaison for all BSW students.

Field Director responsibilities include:

1. Administering the field work program for all students enrolled in the Bachelor of Social Work Program;
2. Securing field instruction sites for all social work students including negotiating and maintaining field affiliation agreements;
3. Administering the field selection and placement process for all students;
4. Interpreting the Bachelor of Social Work Program's educational standards and policies to both field agencies and students;
5. Maintaining current information on affiliated field agencies;
6. Negotiating with students and field agencies for conflicts that arise;

7. Providing a current field manual to all students and field instructors;
8. Orienting field instructors, task supervisors, and other agency staff regarding the field instruction component of the curriculum and its relationship to the overall academic program;
9. Coordinating the student field evaluation process by distributing, gathering, and maintaining files of all student evaluations;
10. Monitoring and evaluating agencies and field instructors in respect to their capacity to facilitate student learning;
11. Certifying new field placement sites for inclusion into the program.
12. Maintain communication and continuing dialogue with field agencies and field instructors.

The Field Agency

The agency or field setting is the site where students are provided with the opportunity for direct practice experiences. Thus the role of the agency is to work in concert with the College to provide avenues for meaningful practice experiences for students. By committing itself to an educational function and supporting the field instructor role, the agency creates opportunities to develop an educational program that meets the agency's and the school's expectations. The field instructor has the agency's resources available to implement the field work curricula and meet the students' educational needs. A supportive attitude in the setting fosters an educational relationship between students and field instructors, rather than a staff-oriented relationship with production as a major ingredient.

Field Agency responsibilities include:

1. Maintaining communication with the College throughout the placement experience;
2. Creating a climate conducive to learning;
3. Provide the student with a 40-80 hour (junior) or 400 hour (senior) field experience;
4. Relating to field students with collegial respect;
5. Completing and submitting a Memorandum of Understanding (MOU) to the Bachelor of Social Work Program;
6. Providing a field instructor (BSW or MSW degree) for each student;
7. Providing students with adequate physical facilities (office space, furniture, telephone) for client contacts;
8. Providing sufficient clerical services to support the students' field work responsibilities;
9. Providing and encouraging ongoing evaluation feedback from appropriate agency personnel to enhance the learning experiences;
10. Informing the Director of BSW Field Education of any problems which arise with the student or the field learning situation.
11. Conducting any student background check processes required by the agency.

The Field Instructor

The agency settings provide the context within which the field instructors carry out their role. Assuming this role requires that field instructors take on purposes and tasks that may not be inherent in their setting or job description. Field instructors carry out their responsibilities relative to the students' field activities as an educational rather than a service experience.

Field Instructor responsibilities include:

1. Participation in the pre-placement interviews of students and informing the Director of BSW Field Education of their decision regarding acceptance;
2. Communicating the agency's mission, procedures, and policies to the students and overseeing the students' performance of administrative tasks;
3. Providing the students with an opportunity to work with client systems of various sizes (individuals, families, groups, and communities) as appropriate to the setting;
4. Planning a diversified learning experience for the students with specific attention to providing learning opportunities with diversified populations;
5. Negotiating early in field placement with the students an individualized learning agreement;
6. Ensuring that students have an adequate number of weekly activities and client contacts to meet their learning needs;
7. Maintaining a record of the students' field hours and assigned duties, and review all student hours listed on the time report;
8. Teaching content in all areas of the curriculum as practiced in the field agency and assisting the students in integrating classroom theory with social work practice;
9. Assisting students in managing the demands and stresses of the agency's organizational life;
10. Conducting regularly scheduled individual, and in some cases group, conferences to review students' performance with a minimum of 1 hour of scheduled supervision weekly (seniors) or bi-weekly (juniors);
11. Holding the students accountable for providing services to agency clients which meet the agency's standards and are compatible with its mission;
12. Providing ongoing feedback to students on their performance and, in addition, preparing and discussing fully with the students the formal term evaluation, as requested by the College at the end of each term;
13. Consulting with the assigned faculty field liaison regarding the students' education plan, assignment, progress, and any problem arising with the students or the field learning situation;
14. Attending and participating in meetings, seminars, and trainings offered for field instructors to enhance their competence as instructors and to keep abreast of curricular developments.

The Faculty Liaison

The faculty liaison is a faculty member with the dual tasks of acting as the Social Work Program's liaison to the agency and as the advisor to the assigned field instructor and student. The faculty liaison's function is to maintain an educationally oriented relationship between the College and the agency.

The Director of BSW Field Education usually assumes the role of the faculty liaison during the school year. However, large class sizes in the spring semester or other program needs may require appointment of additional faculty to fill this role. During the summer block placement, this role is often shared with another designated social work faculty member.

Faculty Liaison responsibilities include:

1. Interpreting and explaining the BSW Social Work Program's objectives, policies, and curriculum to field instructors and other appropriate agency staff;
2. Maintaining close communication during the academic year with the field instructor on the progress of the field student, with a minimum of at least one phone contact and one site visit each term;
3. Consulting with the field instructor to maximize the learning experience for the student;
4. Conferring with the student regarding progress and/or any problems in relation to field instruction;
5. Evaluating the student's ability to work within the framework of the agency;
6. Ensuring student has submitted required documentation for faculty liaison review and signature including the learning agreement and field evaluation forms;
7. Reviewing all learning agreements and field evaluations submitted by the field instructor to the College;
8. Keeping the student's academic advisor informed of any problems that arise in the field experience; and
9. Keeping the Director of BSW Field Education informed of the student's progress and the quality of field instruction.

The Student

The student in the BSW Program is being educated to become a generalist practitioner who is also qualified for pursuit of a graduate degree in social work. The student learns by performing professional functions and their attendant roles with ongoing professional supervision.

The student, under the instruction of the field instructor and in consultation with the Director of BSW Field Education, is responsible for the following:

Responsibilities related to institutional policies and processes.

1. The student is responsible for understanding and complying with all policies, procedures, and expectations of Roberts Wesleyan College and the Department of Social Work. This includes understanding and complying with the NASW Code of Ethics.
2. The student is responsible for understanding and complying with all policies, procedures, and expectations of the organization providing the experience.
3. The student is responsible for reading and abiding by the policies and procedures set forth in the *Bachelor of Social Work Program Field Manual*.
4. The student is responsible for carrying medical insurance throughout the off-campus experience, and the student's insurance is primary in cases of illness or injury. The student understands that the College is not responsible for the payment or reimbursement of co-pays and deductibles. Coverage may be purchased if necessary through the College Health Center.
5. The student understands that the College is not responsible for any damages, claims, or deductibles related to loss or damage while using transportation not involving College vehicles.

Responsibilities related to communication.

1. The student is responsible for maintaining clear and frequent channels of communication with both the faculty liaison and the organization's field instructor/task supervisor. Any major problems related to the placement must be communicated as soon as possible to the faculty liaison and the field instructor.

Responsibilities related to the educational experience.

1. The student is responsible for co-developing a plan with the faculty liaison and the field instructor (Learning Agreement) to meet the educational competencies required by the Department of Social Work. The student is further responsible for actively engaging himself/herself in active learning during the placement.
2. The student is responsible for participating in all field seminars which are required by the Department of Social Work.
3. The student is responsible for preparing an agenda for supervision meetings with the field instructor and for actively participating in the process of supervision.
4. The student is responsible for participating in performance evaluations with the faculty liaison and the field instructor.

Responsibilities related to the off-campus organization.

1. The student is responsible for carrying out all tasks assigned by the field instructor or task supervisor and for keeping an accurate account of all field activities in which the student participates.
2. The student is responsible for becoming cognizant to and following all pertinent agency policies and procedures.
3. The student agrees to complete all forms required by the agency pertaining to the field placement.
4. The student is responsible for fulfilling the time requirements established by the Department of Social Work and for documenting the time spent related to the placement on the “BSW Time Report.”
5. The student is responsible for providing advance notification of absence and for making up time lost due to absences.
6. The student is responsible for acting in a professional manner as a representative of the College and the organization.
7. The student must sign the “Statement of Student Responsibilities for Internships in an Off-Campus Organization” form and return it to the director.

Reference

Council on Social Work Education. (2015). *Educational policy and accreditation standards*.

Retrieved from <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>